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Problems of future development of science in the field of management of educational institutions and their solutions

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ABSTRACT

Education in the world, especially in developed countries, including vocational education, innovations in this field, research work is being studied in our country, as in all countries, and their experience is being applied in practice. Along with the relevant organizations of these countries, international organizations are working to implement the results of research on the study of best international practices in vocational education in the global educational process. The future of any society is determined by the level of development of the education system, which is an integral part of it and a vital aspect. Today, reforming and improving the system of continuing education in our country, which is on the path of independent development, raising it to a new level of quality, the introduction of advanced pedagogical and information technologies and improving the efficiency of education has become a state policy. The adoption of the Law on Education and the National Training Program laid the foundation for modern training through the system of continuing education.

Keywords: Higher education, educational process, quality of education, education system, quality management, educational process, teachers.

1. Introduction

In recent years, our country has been working hard to create a system of higher education that meets the priorities of socio-economic development and the requirements of international standards.

The establishment of new higher education institutions in the regions, modern educational directions and specialties of personnel training, the opening of part-time and evening departments, the increase of quotas for admission to higher education institutions are important reforms in this area. At the same time, a number of problems remain that hinder the improvement of the quality of education in higher education institutions, the ongoing reforms in the country, the active participation of these institutions in social and economic reforms, in particular:

first, the process of organizing teaching in the higher education system, the system of assessment of students' knowledge does not meet today's requirements;

second, the lack of a modern system for assessing the performance, knowledge and pedagogical skills of teachers has a negative impact on the quality of education;

The modern system of vocational education is based not only on the results of scientific and pedagogical thinking of the late twentieth century, but also on the experience gained over the long history of human society and the work of scientists, thinkers and educators. It is safe to say that the fundamental foundations of vocational education in Central Asia, in what is now Uzbekistan, were laid down in the Avesta three thousand years ago. But we do not have enough experience in this area. Therefore, today it is necessary to integrate the historical heritage of the peoples of the world, especially the peoples of the East, into the content and structure of modern vocational education. considered vocational training to be the primary means of achieving physical, mental, and spiritual maturity.

2. Main part

Today it is necessary to standardize and certify the quality system. It is a necessary step towards recognizing the success of a particular production, recognizing the success of the whole company, and introducing the most modern quality management models called "general methods of management - TQM. Thus, the development of education quality management system at the present stage is associated with the formation of different approaches to solving quality problems. The quality management of education that emerged in response to humanity's objective need for high quality education is focused on an adequate quality of life today. Management, supply and quality, seen as a strategy for the development of productive forces and production relations, are not only focused on improvement, but also on the well-being of society, enterprise and everyone, and are integral to the overall management system. In this regard, along with the development of general management, the author believes that the approach that considers the development of general quality management in education is the most successful. Many researchers believe that the introduction of TQM into the learning environment poses certain challenges. There is an active theoretical discussion on the expediency and expediency of the transfer of management methods to education. In this regard, the general and specific features of business and education are discussed: their goals, methods, tools, quality concepts, quality measurement tools, and more. It is emphasized that the philosophy of quality is not a template that can be

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transferred from one system to another. However, philosophy can be universal, but the system of decisions to achieve quality can vary significantly. The survival of an educational organization in a market economy depends primarily on its own strategy, as well as the ability and capacity of that organization to consistently implement this strategy in practice through specific activities. The instability and instability in the market of educational services, as well as the growing governance in market conditions, make it the task of studying and implementing a quality management system for educational institutions. Bagautdinova N.G. "There must be modernity in the work. In such an environment, educational institutions operate in a highly competitive environment, and those who use the principles of TQM have a significant advantage over competitors, because the whole system is directly dependent. It focuses on herders and the main factors they assess: 1) understanding of the needs of society and its requirements; 2) reliability; 3) sensitivity; 4) competitiveness; 5) availability; 6) politeness; 7) communication; 8) authority;) security". In modern conditions, quality is a basic area of knowledge that is universally studied, in addition to the simple information contained in legal and regulatory technical documents, as well as in various guidelines. Quality is a field of scientific organization of socio-economic activity of a society, a set of researches for a wide range of specialists. A number of states have realized this and have begun to address quality issues in a practical way, with a particular focus on preparing staff for the effective and efficient use of appropriate modern approaches, methods and tools. The Global Quality Management System (GOM) has taken a strong position in many successful enterprises and has significantly changed attitudes in the education system. TOM involves the development and implementation of a long-term strategy of economic development of the enterprise (organization), the involvement of all employees in creative activities, which is to satisfy the interests of both the educational organization itself and consumers of its services and society as a whole, can and should provide.

Education quality management is a system aimed at developing the ability to meet the needs of students, scientific achievements and the ability to respond to new challenges, the whole university management system through the prism of confirming the new quality of the process and learning outcomes.

Education quality management implies such an approach in the management of the university, in which the quality indicators of all aspects of the institution's activities are given priority and innovative and motivational methods of management are applied. Management of the quality of education at the university is based on scientific achievements, market mechanisms, the passion and creative abilities of all subjects, their cooperation and collaboration, new information technologies aimed at ensuring the conditions, processes, results of such education effective management of the educational organization.

To be successful in material and spiritual production, to live in a dynamically changing world, to lead an active life, to develop students to form their own characteristics and to be creative in acquiring new knowledge and skills, today's students must live to meet the demands and requirements of the future social period. Effective management is based on the existing management system. Education quality management is a special management aimed at achieving pre-planned learning outcomes and predicting the potential (outcomes) of a university student (graduate) potential development. Nowadays, the main tool for evaluating graduates is their diploma evaluation. At the same time, clear interaction with consumers is needed, which should be appreciated by graduates. Not all consumers want a university graduate to have the ability to think creatively, solve non-standard tasks, have computer skills, communicate, have a certain cultural level, and know foreign languages. For some, traditional knowledge and current skills are enough. Thus, the disadvantages of the current education quality assessment system are as follows: There is no clear terminology, i.e. there is no clear definition of education quality; Accordingly, there are no goals and objectives for assessing the quality of education.

3. Conclusion

Indicators for assessing the quality of education are unsystematic, not broken down into parts (depending on the developer), and there is no quantitative assessment of them. The indicators in the considered methods do not take into account one of the most important factors - the complex requirements of employers and not only the present and future years, but also the knowledge and skills for the future of society. Students' ability to work independently (decision-making, innovative approaches, processing of required literature and selection of the optimal solution) is not taken into account; In the considered methods, if any definite indicator is calculated, then there is no individual, i.e. comprehensive assessment of the experts.

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